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ABSTRACT

Designed for industrial arts teachers, this advisor's handbook contains general information about the American Industrial Arts Student Association (AIASA) and specific instructions for organizing and conducting student clubs. Sections of information include the following: (1) Policy of United States Office of Education (USOE) for vocational education student organizations; (2) AIASA general information (What is AIASA? What are industrial arts? What are the purposes of AIASA? Why should your students join AIASA? What do students get for their AIASA dues? What does AIASA membership support? AIASA and the student/school/state/nation; (3) organizing an AIASA chapter (AIASA--A teaching tool; How to organize a local AIASA chapter; AIASA chapter advisor responsibilities; installation of officers; chapter opening and closing ceremonies; AIASA chapter activities; chapter fund raising projects); (4) Articles of Incorporation (AIASA constitution); (5) the AIASA emblem (symbolism of the emblem, the emblem colors); and (6) the AIASA motto and creed. (JH)

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The Mississippi Chapter of the American Industrial Arts Student Association

ADVISOR'S HANDBOOK

Sponsored by the

Division of Vocational and Technical Education
Mississippi State Department of Education
Jackson, Mississippi

Published by the

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Industrial Arts Series
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PREFACE

The Advisor's Handbook has been compiled to assist industrial arts teachers who wish to establish student clubs to complement their instructional programs. The Handbook contains general information about the American Industrial Arts Student Association (AIASA) and specific instructions on organizing and conducting student clubs.

There should be no question about the value of and support for school-sponsored student organizations. Included in this publication is a reprint of the Policy of The United States Office of Education For Vocational Education Student Organizations. This policy statement by the USOE recognizes the value of such organizations, strongly endorses them, and assures continued support of their activities. Mississippi's schools, likewise, endorse and support school-sponsored student organizations of all types. This is evident by the fact that most schools in the state have activity periods during regular school hours for conducting club meetings and activities.

Many of our colleagues in other areas of vocational education have actively sponsored student organizations for a long time. Industrial arts teachers have heard of the Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Future Homemakers of America (HERO), and the Vocational Industrial Clubs of America (VICA). These vocational student clubs do much to supplement the instructional programs in these various areas. Even more, these clubs bring a sense of belonging, of togetherness, and pride to the students who are members. This sense of belonging, togetherness, and pride is not only for the

club and its activities; it also runs over into the vocational program in which the students are enrolled.

Many factors have attributed to the success of these vocational student clubs. One factor which must not be overlooked, however, is the strong national organization behind the clubs. These clubs are highly structured at the local, state, and national level. Their popular activities, contests, and conventions reflect this strong organization.

With AIASA, we in industrial arts now have the same potential. Rather than having a few scattered clubs with no definite objectives or planned activities, we can affiliate with AIASA and have the benefits of a national organization.

AIASA is the only national student organization devoted exclusively to the needs and interests of industrial arts students. This organization has a lot to offer. It can give stutents who might not have other avenues of achieving recognition through athletics, scholarship, or other school clubs, the opportunity to become involved and gain recognition by participating in this national industrial arts student organization.

The AIASA publication from the national office entitled The Advisor's Handbook is reprinted in Appendix A. This publication explains the leadership role expected of the teacher-advisor, and contains valuable suggestions for initiating and conducting AIASA activities in your school. It will be to your advantage to study this material carefully.

In Appendix B of this publication is a reprint of The School Scene, which is the official newspaper of AIASA. The newspaper is published four times a year and mailed to all AIASA members. Read it carefully and show it to your students. It gives a good idea of AIASA organization and its activities.

Appreciation is extended to Mr. Ronald W. Applegate, Executive Director of AIASA for materials from which most of the information in this publication was compiled. Mr. Applegate is a staff member of the American Industrial Arts Association's national office in Washington, D.C. His leadership has made AIASA the viable student organization for industrial arts.

As with all R/CU publications concerning industrial arts, special thanks are extended to Mr. Larry L. Godfrey, State Supervisor for Industrial Arts Education, for his valuable suggestions and council. Mr. Godfrey recognizes the values to be derived from student organizations and has pledged continued support from his office for all AIASA activities.

Every industrial arts teacher in Mississippi should make an enthusiastic effort to establish an AIASA club in their school. You and your students will be surprised at the rewards that AIASA activities bring to your industrial arts program.

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American Industrial Arts Student Association

1201 16th Street, NW., Washington, D.C. 20036. Phone: (202) 833-4211

POLICY OF THE UNITED STATES OFFICE OF EDUCATION FOR VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

The United States Office of Education maintains a close relationship with the eight vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these eight organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume successful roles in society.
2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training.

   American Industrial Arts Student Association
   Distributive Education Clubs of America
   Future Farmers of America
   Future Homemakers of America—HERO
   Future Business Leaders of America—Phi Beta Lambda
   Health Occupations Students of America
   Office Education Association
   Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and State agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and sex stereotyping, and serve students with special needs.
4. Federal and State grant funds for vocational education may be used by the States to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved State plans for vocational education.

The responsibility for instructional programs and related activities rests with the States and localities. It is our belief that increased efforts on the part of State education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education.

These policies represent the position of the United States Office of Education and its bureaus and divisions concerned with vocational and technical education.

/s/
Ernest L. Boyer
U.S. Commissioner
of Education

/s/
Mary Berry
Assistant Secretary
for Education

AIASA GENERAL INFORMATION

WHAT IS AIASA?

The American Industrial Arts Student Association - known as AIASA (Eye-Ay-Zsa) is a national organization for elementary, junior and senior high school students who are presently enrolled in or have completed, industrial arts courses.

AIASA is affiliated with the American Industrial Arts Association, which is the national professional association of industrial arts educators.

Federal regulations which form guidelines and directions for the U.S. Office of Education have identified industrial arts youth organizations as acceptable for support when operated as an integral part of the program to assist individuals in the making of informed and meaningful occupational choices.

WHAT IS INDUSTRIAL ARTS?

Industrial arts is a significant part of general education which provides students an opportunity to learn about the theoretical and practical aspects of industry and technology, two basic elements of our society. It acquaints them with the history, growth, and development as well as materials, products, and processes of industrial organizations. Industrial arts helps develop in students an awareness and appreciation of tools and machines involved in past and present methods of production. It also emphasizes problem-solving experiences to help students become alert contributors and consumers and provides a means by which they can apply in meaningful situations the principles of science, mathematics, and other related subjects.

WHAT ARE THE PURPOSES OF AIASA?

AIASA is the only national student organization devoted exclusively to the needs of industrial arts students. Purposes of AIASA are: (1) to provide opportunities for the development of leadership in social, civic, scholastic, and community activities; (2) to encourage scholastic motivation by providing opportunities to integrate and use the knowledge and skills of other educational disciplines in practical ways; (3) to increase the knowledge and broaden the understanding of all students living in our industrial-technological society; (4) to assist in the making of informed and meaningful occupational choices; (5) to provide opportunities to promote industrial arts in school, community, state and nation; and (6) to inspire students to respect the dignity of labor, and to appreciate craftsmanship.

WHY SHOULD YOUR STUDENTS JOIN AIASA?

Every AIASA member and prospective member should realize that there is one prime benefit through affiliation - OPPORTUNITY. AIASA provides the opportunity to experiment and learn new skills one might otherwise never experience; to be involved in projects for oneself, one's chapter, one's school and community; to meet and work with leaders from industry and commerce who can provide career information; to lead others, to follow, and to make decisions; and to receive all member services provided for all AIASA members. In addition:

AIASA is the only national student organization devoted exclusively to the needs of industrial arts students.

AIASA is your organization. Materials and services are available to all members, chapters, and state associations of AIASA.

AIASA has potential of becoming one of the largest student movements in the nation.

AIASA offers co-curricular and extracurricular activities that makes a student's education and training more meaningful.

AIASA provides the opportunity for individual student growth, development, and maturation according to his or her own interests and abilities.

AIASA offers prestige and recognition through a national program of awards and contests.

AIASA serves to broaden perspectives through national publications and a system of interstate and interchapter communications.

AIASA is affiliated with the American Industrial Arts Association - the national professional association of industrial arts educators.

AIASA desires and needs the support of every chapter and state association if its efforts to serve industrial arts are to be successful.

AIASA is a growing success - it can be whatever one makes it.

WHAT DO STUDENTS GET FOR THEIR AIASA DUES?

This is probably the most frequently asked question by a prospective member. The $2 annual dues for AIASA is a price that can't be beat in comparison to the OPPORTUNITIES afforded each member through membership services, benefits, honors, awards, and recognition; and in general, to be a part of the potentially largest national student organization and all that AIASA represents.

It is important to remember that AIASA was established to promote a strong, positive image for industrial arts students in this nation; and to provide I.A. students with the kinds of opportunities and activities available through an organized local, state, and national organization.

The kinds of opportunities mentioned above are provided to each and every member of AIASA for only 17¢ a month--$2 a year. In addition, student's dues help pay for:

Development and production of handbooks, flyers, pamphlets, and other materials--both promotional and informational;

Chapter informational packets and mailings;

State Advisors informational packets and mailings;

Printing, composition, and mailing of the SCHOOL SCENE;

AIASA membership cards;

Some national AIASA conference expenses;

National Officer expenses;

Legal Counsel for AIASA;

Travel expenses for the national staff;

General operation of the national office including: office space rental, office furniture, equipment, telephone, stationery, postage, staff salaries, etc.

WHAT DOES AIASA MEMBERSHIP SUPPORT?

In the overall operation and administration of the American Industrial Arts Student Association, membership helps support the organization in the following ways:

Helping to provide assistance to local AIASA chapters;

Helping to provide assistance to AIASA state associations;

Developing AIASA promotional materials;

Developing and implementing services to members;

Administering the AIASA student program of activity;

Seeking financial support from commercial interests;

Making possible a national supply service;

Providing for a national office and staff; and

Insuring a unity of purpose and direction for Industrial Arts.

AIASA and the STUDENT--SCHOOL--STATE--NATION

AIASA and the STUDENT AIASA students have common objectives and interests. Each is learning about his or her role in our industrial-technological society. AIASA activities can have a tremendous effect upon the attitudes, the growth and development of each member. AIASA provides opportunities: for leadership training and development; to attain civic pride and responsibility; for social activities; and to mature through service to others.

AIASA and the SCHOOL AIASA chapter activities are an integral part of the school industrial arts program and provides added dimensions to school/community activities. AIASA activities improve the industrial arts instructional program by offering the instructor additional means of creating interesting and productive situations to benefit the student. AIASA increases the opportunity for individual student growth, development, and maturation according to his or her own interests and abilities.

AIASA and the STATE The AIASA State Association is comprised of local school chapters throughout the state under the direction of the State Supervisor of Industrial Arts and/or a designated State AIASA Advisor. The AIASA State Association provides the local schools with many benefits and operational support in carrying out AIASA activities in relation to industrial arts on a statewide basis. The AIASA State Association may: (1) serve as a unifying body by providing an opportunity for the chapters to work and plan together; (2) act as a clearinghouse for ideas and information which will benefit AIASA on a local, state, and national level; (3) serve as a liaison between the national office and local chapters; (4) provide direction and leadership for related industrial concerns and activities; (5) offer state leadership training for state and local officers; and (6) provide member services in general to all local chapters.

AIASA and the NATION Industrial arts instruction and AIASA activity constantly emphasize America's industrial-technological society. Industrial arts involves the preparation, growth, and guidance of the individual student for modern living through an instructional program including the technical, consumer, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. While industrial arts utilizes and motivates general educational learning experiences, its scope and sequence of courses have a direct relationship to the specialized educational experience provided by vocational technical education as well as concepts of career education. AIASA, like the total industrial arts program, cannot meet all of the needs of students, but neither can all of the needs of students be met without it. AIASA, as an extension of the industrial-technological experience, will help industrial arts become the viable part of the total education system that it was designed to be.

ORGANIZING AN AIASA CHAPTER

AIASA - A TEACHING TOOL!

AIASA is a successful tool of instruction available to every industrial Arts instructor in America. A good teacher can use the AIASA tool effectively in the shop, lab or classroom to . . .

*Motivate
*Reward
*Provide wholesome competition
*Provide identity
*Create a democratic atmosphere
*Bring in industry help
*Extend learning beyond the classroom walls

Isn't that what YOU want?

In applying the AIASA tool, several things happen:

*Leadership abilities are strengthened
*Wholesome attitudes about citizenship and moral standards develop
*Attitudes toward career awareness improve
*Shops are cleaner and safer
*Students are happier
*Routine tasks are turned into leadership experiences
*Worthy instructional programs receive public attention
*Student recruiting is more effective
*Employers are more satisfied

Is this idealism? Only if AIASA is not practiced. Because AIASA is an instructional tool and, like all tools, can fail if not used effectively. Like any other teaching tool, we must practice it in the classroom to make it effective.

If I use AIASA as a teaching tool as is suggested, what can I do with students who don't join AIASA? If leadership development and the AIASA approach is good for one student in your class, it's good for all students. So involve all students in all classroom AIASA activities regardless of whether they are members or not. Treat your AIASA related activities as instructional activities-because they are. Beyond the classroom, however, non-members' involvement will be limited.

HOW TO ORGANIZE A LOCAL AIASA CHAPTER

Many factors go into the making of a strong local chapter of AIASA. Among these are an alert and vigorous membership, an interested instructor/advisor, a good working team of chapter officers, and the cooperation of the school administration. However, the most important factors are the teamwork and interest of the members, and their determination to make their chapter outstanding.

An essential element necessary to organize a chapter, to keep members informed, and to conduct the affairs of the chapter is the chapter meeting. Chapter meetings may be scheduled during the regular class time once or twice a month, or as necessary, during the evening, after school, or at any time convenient to the majority. Often, committee meetings can eliminate the need for many chapter meetings.

The following steps for organizing a chapter are presented on a general basis and should be modified as necessary for particular needs.

1. Become familiar with AIASA's goals and purposes, organizational materials, publications, and brochures available from the national office.

2. Contact the AIASA national, state, and regional advisors, state or regional national officers, and/or the AIAA Director of Student Organizations for additional information and assistance. In addition, determine proper affiliation procedures with the state and national organizations.

3. Find out school procedures for establishing a bona fide school student organization.

4. Create a task force of students willing to work on initial organization planning (i.e. chapter constitution and bylaws).

5. Visit other AIASA chapters for ideas, suggestions and help in getting your chapter started.

6. Begin holding chapter and committee meetings. Have national AIASA publications on hand for handouts and display.

7. Conduct a membership campaign.

8. Elect or appoint tentative chapter officers to conduct the business of the chapter until the constitution and bylaws are approved and an official election of officers can be held.

9. Instruct officers, individually, as to what is expected of them.

10. Affiliate with the state and national organizations.

11. Decide on a regular meeting schedule and plan your program of work for the semester and year. Secure the necessary equipment and materials for conducting meetings and carrying out activities.

AIASA CHAPTER ADVISOR RESPONSIBILITIES

As an industrial arts instructor, you wear a second hat as the AIASA advisor to your students. With proper planning and organization, AIASA becomes a valuable teaching tool for you as the instructor and a rewarding learning experience for your students. AIASA can and should

become a part of the industrial arts program and not something separate or distinct from your present responsibilities to your students.

Identified below are some of the major AIASA chapter advisor responsibilities:

Take the initiative in establishing an AIASA chapter.

Be knowledgeable about the AIASA organization, its goals, purposes, structure, constitution and bylaws, ceremonies, typical activities, etc.

Be familiar with the procedures for affiliation with the state and the national organization.

See that membership dues are collected and processed promptly at the beginning of the school year to ensure full service for all members.

Assist students in developing a program of meaningful activities.

Keep the school administration, the faculty, and the community in touch with chapter activities.

Assist in the plans for electing chapter officers and instruct new officers in their duties and responsibilities.

See that chapter meetings are conducted on a regular basis.

Counsel individual members and committees on problems and activities.

Encourage participation in district, state, regional and national conferences. Help students prepare for leadership activities and participation at all levels of competition.

Keep abreast of new developments in industrial arts and AIASA and call them to the attention of the members.

INSTALLATION OF OFFICERS

An installation team from another chapter, an advisor, or past president may install officers. The newly elected officers are placed in front of their stations. The installation officer stands behind the rostrum. The invocation is presented by one of the members.

Installation Officer: I consider it an honor to meet with this assembly and officially install the officers you have chosen to serve you this coming year. I know you have faith in each of them or they would not have been selected. In order for these officers

to help this chapter progress, there must be enthusiasm and cooperation exercised by every member present. Will the assembly please rise and repeat the pledge to the flag.

(Pledge is said and the assembly is seated. New officers remain standing)

Will the newly elected officers repeat the symbols and duties of their offices, beginning with the president?

(Proceeding in order from president to sergeant-at-arms, the new officers state their office symbols and duties)

Does each officer pledge to lead this organization forward to the best of his ability?

Officers in Unison: We do.

Installation Officer: Will the assembly please rise. The newly installed officers will lead us as we repeat the creed.

(Creed is spoken)

Installation Officer: I now declare these officers officially installed and responsible for performing the duties of their offices. This meeting is adjourned.

CHAPTER OPENING AND CLOSING CEREMONIES

OPENING CEREMONY

(At the prescribed time for meetings, the president assumes his position behind the rostrum in front center of room. Other officers are seated to the left and right of the president in a slightly arched line. They are seated in this order from left to right: vice-president, treasurer, secretary, president, advisor, reporter, and sergeant-at-arms)

President: (raps gavel twice) Will the meeting please come to order. Mr. Sergeant-at-Arms, are all the officers in their places?

Sergeant-at-Arms: They are, Mr. President.

President: (raps three times for assembly to rise) Mr. Sergeant-at-Arms, please lead the assembly in the pledge to the flag of the United States of America.

Sergeant-at-Arms: (leads pledge to flag)

President: (raps once and assembly is seated) Mr. Secretary, will you please call the roll.

Secretary: Mr. Sergeant-at-Arms.

Sergeant-at-Arms: Present. The symbol of my office is the "hearty hand shake," and it is my responsibility to see that the assembly is comfortable and properly welcomed. It is also my duty to serve as doorkeeper for this organization.

Secretary: Mr. Reporter.

Reporter: Present. The symbol of my office is the beacon tower, and it is my duty to see that our school, community, and national association have a complete report of our organization's activities.

Secretary: Mr. Advisor.

Advisor: Present. The duty of my office is to advise and counsel members and officers of this organization in such a way as to bring out the leadership abilities of each.

Secretary: Mr. President.

President: Present. The symbol of my office is the gavel. The duties vested in me by my office are to preside at all regular and special meetings of this organization and to promote cooperation in carrying out the activities and work of our organization.

Secretary: Mr. Treasurer.

Treasurer: Present. The symbol of my office is a balanced budget. It is the duty of my office to keep accurate records of all funds and see that our financial obligations are met promptly.

Secretary: Mr. Vice-President.

Vice-President: Present. The symbol of my office is a star. It is the duty of my office to see that we always have a strong membership, a good work program, and are alert to the welfare of our chapter.

Secretary: Mr. President, all officers are present and in their places.

President: Mr. Sergeant-at-Arms, do we have guests present?

Sergeant-at-Arms: (if so, introduce guests. if not)--No, Mr. President.

President: Mr. Secretary, we are ready to transact our business.

CLOSING CEREMONY

President: (raps three times; assembly rises) Mr. Secretary, will you read the AIASA Creed.

Secretary: (reads the AIASA Creed)

President: Will the assembly repeat the AIASA Motto after me. (Motto is spoken) Does anyone know of any reason why this assembly should not adjourn? I declare this meeting adjourned until a special meeting is called, or until our next regular meeting. (raps once with gavel)

AIASA CHAPTER ACTIVITIES

One of the keys to any successful AIASA chapter is a well developed program of activities. Every AIASA activity that is planned for a chapter should contribute in some way to the personal development of the students. This is done quite easily when the chapter advisor ensures that local activities relate to the state and national programs and the purposes of AIASA.

Each AIASA chapter has unique situations, problems and experiences in each different school and community that will determine the kinds of activities a particular AIASA program will be able to carry out. Therefore, there is no one "ideal" or "master" list of activities to fit all AIASA programs. This is the way it should be. An AIASA chapter, however, can take ideas and suggestions from other sources; such as other chapters, the state association, the national organization, and so on, to develop a calendar of activities to meet the chapter's own needs.

Since one of the major purposes of AIASA is to provide opportunities for the development of leadership in social, civic, scholastic, and community activities, some of the activities suggested below may help an AIASA chapter plan its program and calendar of activities.

SCHOLASTIC or EDUCATIONAL

- Visits to industrial firms--field trips
- Guest speakers
- Faculty recognition
- Films
- Educational exhibits
- Visits to other chapters
- Attendance at the State Conference
- Attendance at the National Conference
- Parliamentary procedure activity

PROFESSIONAL LEADERSHIP

- Regular chapter meetings
- Election of chapter officers
- Active member participation
- Chapter newsletter
- Properly equipped meeting site
- Workshops and seminars
- Use of official ceremonies
- Membership drive
- Assembly programs
- Guest speakers

CIVIC and COMMUNITY

Visits to state government
Guests speakers
Community fund drives
Safety campaigns
Clean-up campaigns
Needy family projects
"Good Citizenship" project
"Get-Out-The-Vote" project
Assisting other school groups
School improvement projects

SOCIAL

Orientation of new members
Cookout
Dance
Hayride
Athletic activities
Talent night
Picnic
Skating party
Scavenger Hunt

CHAPTER FUND RAISING PROJECTS

Advance planning is the secret to the success of an active and complete program of activity for a local AIASA chapter. In planning for this success, an AIASA chapter must generally find some means of raising the necessary funds to carry out its program of activity. Fund raising projects conducted in the proper manner not only will provide the necessary funds, but also will provide most rewarding learning experiences as well.

As a learning experience, every AIASA chapter can benefit from fund raising projects by providing all chapter members the opportunity to plan, organize and conduct the entire project. Also, in addition to providing the necessary chapter funds, fund raising projects provide an avenue to publicize the school's industrial arts program.

At the national level, AIASA has attempted to identify some National Fund Raising Companies, who not only offer an acceptable margin of profit on their fund raising items, but who also promote items that will have maximum acceptance by the buying public. Each of the Nationally Approved AIASA Fund Raising Companies meets this criteria as well as certain guidelines approved by the AIASA Board of Directors.

Nationally Approved Fund Raising Companies must meet rigid guidelines to ensure that each AIASA chapter is guaranteed a maximum profit. Each company agrees to pay a 6% royalty to National AIASA, one-half (3%) of which is returned to the State Association in which the sales were made. In addition, each company has the opportunity to sponsor specific AIASA activities or events at the National Conference. Approved companies also agree to provide advertising income to support the publications costs of the SCHOOL SCENE.

By using only approved Fund Raising Companies, the local chapter helps itself, its State Association and its National AIASA program.

1978-79 AIASA APPROVED FUND RAISING COMPANIES

Ring Fare - Kandy Draft
7432 Washington Street
Pittsburg, PA 15218

Company Representative:
Mr. Herbert R. Miller

Fund-Raising Company, Inc.
4478 N.E. 11th Avenue
Ft. Lauderdale, FL 33334

Company Representative:
R. E. Sandstrom

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

ARTICLES OF INCORPORATION

Bylaws

ARTICLE I - ORGANIZATION

Section 1. The American Industrial Arts Student Association, Incorporated is a non-profit, educational corporation consisting of those persons who are officially designated by the states to serve as State Supervisors of Industrial Arts or an appointed representative in each state, territory, or geographic unit chartered by this corporation, and organized to serve as the sponsoring agency for the American Industrial Arts Student Association.

Section 2. Voting privileges shall be exercised by each corporate member or by an appointed representative, each member having one vote. A quorum shall consist of one-third of the membership.

Section 3. The Board of Directors who are to manage the affairs of this corporation, and who are empowered with full voting rights on the Board, shall number eleven persons. One of the eleven will be a person with responsibility for Industrial Arts Education in the U. S. Office of Education and will be appointed by the Board as an ex-officio member; one will be the vice-president of the Industrial Arts Division of the American Vocational Association and will be appointed by the Board as an ex-officio member; one will be an AIAA Executive Board Member selected by AIAA and appointed by the Board as an ex-officio member; one will be a classroom (AIASA Advisor) teacher in industrial arts appointed by the Board to serve as the AIASA National Advisor for a three (3) year term; one will be an AIASA National Officer elected annually by the National Officers; and the remaining six will be elected by and from the membership. Initially, two to be elected for one-year terms; two to be elected for two-year terms; and two to be elected for three-year terms. As replacements become necessary, each will be elected to a three-year term. Thus, every year after the initial year, two of the six corporate members will be elected to a three-year term on the Board at the Corporation's annual meeting. The Board will elect the President, Vice-President and Secretary/Treasurer from the elected six who will serve as officers of the Corporation. The Board will appoint an Executive Director for its national headquarters and may make other special appointments as may be necessary. The Board will be responsible for recommending alteration, repeal, or additions to these bylaws, and will meet as deemed necessary by the President. A quorum will consist of six members. Any vacancy occurring in the six elected AIASA, Inc. members will be filled at the discretion of the Board within sixty (60) days.

Section 4. The annual meeting of the corporation will be held to coincide with the annual AIASA National Conference. All members will receive written notice of this meeting at least thirty (30) days prior, along with a tentative agenda. In the event a member is unable to attend, they shall designate, in writing, their representatives for purposes of representing them during said meeting.

ARTICLE II - OFFICERS

Section 1. The President of the corporation will be elected annually by the Board. The President will preside over all meetings of the corporation, and will serve as chairperson of the Board. The President will be responsible for the appointment of committee chairpersons, will serve as special counsel to the Board as the occasion may demand, will direct the activities of the corporation, and otherwise represent the corporation and the Board of Directors as may be necessary.

Section 2. The Vice-President of the corporation will be elected annually by the Board of Directors, will serve in the absence of the President, and will perform such duties as the President may direct.

Section 3. The Secretary/Treasurer of the corporation will be elected annually by the Board of Directors. The Secretary/Treasurer will serve as financial advisor to the national student organization and the Executive Director. The Secretary/Treasurer will issue notices of all official meetings, keep accurate records of all meetings, distribute copies of such meetings to all corporate members, and perform other such duties as the President may direct.

Section 4. The Executive Director of the corporation is appointed by an is directly responsible to the Board of Directors. The Executive Director will serve as the administrative representative of the corporation at all times and will be responsible for the supervision of all other employees. The Executive Director will secure financial support for AIASA, and will assist the Secretary/Treasurer of the corporation as necessary. The Executive Director will receive, deposit, invest, and disperse funds in accordance with the budget approved by the Board of Directors. The Executive Director will be bonded with the amount fixed by the Board.

Section 5. Any vacancy of an officer other than by expiration of term, shall be filled by an election by the Board of Directors for the duration of the unexpired term.

ARTICLE III - MEMBERSHIP

Section 1. Qualification for membership. The State Supervisor of Industrial Arts in any state or territory or an appointed representative will become a member of this corporation upon acceptance of a charter presented by the corporation.

Section 2. Application for membership. Any State Supervisor of Industrial Arts or an appointed representative may apply for membership through the Executive Director by submitting a letter requesting the issuance of a charter for that State Association including:

(1) A copy of the state constitution and bylaws.
(2) A list of local chapters and members willing to support the application (minimum 3 chapters with 10 members each).
(3) A list of state officers.
(4) A remittance to cover national dues for each chapter member listed in item number 2.
(5) A remittance of $50 for charter fee.

Section 3. Procedure for admission. The Executive Director will review applications and make recommendations to the Board of Directors for appropriate action. If application is approved, notification will be given the applicant as to the time and place charter will be presented.

Section 4. States in good standing. All state associations will be considered in good standing if they meet the following requirements each school year:

(1) Have active local chapters of AIASA.
(2) Pay national dues as required.
(3) File income and expense statement for the preceding year as required by AIASA, Inc.
(4) Submit a brief annual report of activities.

Section 5. Special Notice. Any state association presently reporting membership in AIASA which cannot conform to the requirements stated in Sections 1 through 4 are hereby granted three (3) years' grace from the date of AIASA incorporation, to meet these required qualifications for national affiliation.

ARTICLE IV - AMENDMENTS

Section 1. To amend these Bylaws, a proposed amendment must be submitted in writing by the corporate member proposing the amendment to the President of AIASA, Inc., at least sixty (60) days prior to the annual meeting. The President will inform the corporate members and the Board of Director of the proposed amendment via the annual meeting notice. Any amendment, or amendments, receiving a two-thirds majority approval at the annual meeting will be placed into effect immediately and will be made known to all corporate members by the President of AIASA, Inc.

American Industrial Arts Student Association
1201 16th Street, NW., Washington, D.C. 20036. Phone: (202) 833-4211

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

CONSTITUTION

ARTICLE I - NAME

Section 1. The official name of this organization shall be the "American Industrial Arts Student Association" and may be referred to as "AIASA."

ARTICLE II - PURPOSES

Section 1. The general purposes of this organization are:

(1) To assist State Associations in the growth and development of AIASA;
(2) To assist State Associations in the development of leadership and citizenship in social, economic, scholastic, and civic activities;
(3) To increase the knowledge and understanding of our industrial technological society;
(4) To assist industrial arts students in the making of informed and meaningful occupational choices.

Section 2. The specific purposes of this organization are:

(1) To develop through group action the ability of members to plan together, organize and carry out worthy activities and projects.
(2) To explore industry and the American industrial civilization.
(3) To promote high standards of craftsmanship, scholarship, and safety.
(4) To provide good leisure time and recreational activities and hobbies.
(5) To encourage students in creative expression.
(6) To develop consumer knowledge in students.
(7) To instill desirable habits and attitudes toward the American way of life in students and foster a deep respect for the dignity of work.
(8) To provide occupational information and instruction pertaining to a broad range of occupations, including training requisites, working conditions, salaries or wages, and other relevant information.
(9) To provide exploratory experiences in shops, laboratories, and observations in business or industry to acquaint students with jobs in the occupations.
(10) To assist in providing guidance and counseling for students enrolled in industrial arts programs in making informed and meaningful choices in selected occupational fields.
(11) To prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs.

(Continued)

ARTICLE III - ORGANIZATION

Section 1. The American Industrial Arts Student Association is an organization of state associations, each operating in accordance with a charter granted by AIASA, Incorporated.

Section 2. Each charter association of AIASA will be responsible for all operational activities within that state or geographic unit under the direction of the state supervisor of industrial arts or an appointed representative.

Section 3. The administration of AIASA interests will be vested in the Board of Directors of AIASA, Incorporated.

ARTICLE IV - MEMBERSHIP

Section 1. Membership in AIASA shall be through chartered state associations. An association will consist of AIASA chapters within a state, territory, or equivalent geographic unit. Each chapter will consist of individual members as described in the Bylaws.

Section 2. A state association may be chartered as a member of AIASA, Incorporated, upon approval of the Board of Directors of AIASA, Incorporated.

ARTICLE V - VOTING

Section 1. Member associations shall exercise their voting privileges through voting delegates at the annual meeting of AIASA. Apportionment of the number of voting delegates shall be determined annually as described in the Bylaws.

ARTICLE VI - MEETINGS

Section 1. A national AIASA conference will be held each year with the time and place to be designated by the AIASA Board of Directors, Incorporated.

Section 2. Parliamentary procedure for all meetings of AIASA will be governed by Robert's Rules of Order, Newly Revised.

(Continued)

ARTICLE VII - NATIONAL OFFICERS

Section 1. Officers of AIASA shall be elected by majority vote of the voting delegates at the national AIASA conference and will consist of a President, Vice-President, Secretary, Treasurer, Sergeant-at-Arms, and Reporter as described in the Bylaws.

Section 2. Individuals elected as national officers at the annual meeting will hold office until the close of the next annual meeting.

ARTICLE VIII - FINANCES

Section 1. Chartered associations will be responsible for national dues as determined by the Board of Directors of AIASA, Incorporated.

Section 2. The AIASA Board of Directors, Incorporated will manage AIASA finances and will furnish an annual report to each chartered association.

ARTICLE IX - EMBLEM AND COLORS

Section 1. The emblem is a shield with a gear blank (located in the center of the lower 4/5ths of the shield), with a lightning bolt, framing square, triangle and mallet located in the center of the gear blank. In the immediate outer circumference of the gear blank located in the upper half is AIASA with INDUSTRIAL ARTS reading from left to right in the lower half of the gear. The shield bearing an Uncle Sam design with blue horizontally across the top 1/5th. Alternating red and white stripes placed vertically but not through the gear blank covers the bottom 4/5ths of the shield. A white boarder is around the entire outer edge. The gear blank, AIASA, INDUSTRIAL ARTS, and mallet handle are blue. A blue border outlines the framing square and triangle with the lightning bolt and mallet head in red.

Section 2. The colors of AIASA shall be scarlet (red), white and navy blue.

ARTICLE X - CREED AND MOTTO

Section 1. The motto of the American Industrial Arts Student Association will be: "Learning to Live in a Technical World."

(Continued)

Section 2. The creed of the American Industrial Arts Student Association will be:

"I believe that industrial arts holds an important place in my life in the technological world. I know there is a necessity for the development of good attitudes concerning work, tools, materials, experimentation, and processes of industry.

"Guided by my teachers, craftsmen from industry, and my own initiative, I will strive to do my best in making my school, community, state, and nation a better place in which to live.

"I will accept the responsibilities that are mine. I will accept the facts proven by others. I will explore on my own for a safe, more effective method of working and living.

"I will strive to develop a cooperative attitude and will exercise tact and respect for my fellow man.

"Through the work of my hands and mind, I will express my ideas to the best of my ability.

"I will make it my goal to do better each day the task before me, and to be steadfast in my belief in God, my country, and my fellow man."

ARTICLE XI - AMENDMENTS

Section 1. To amend this constitution, a proposed amendment must be submitted in writing by the chartered association proposing the amendment to the President, AIASA, Inc., at least ninety (90) days prior to the annual meeting.

Section 2. The President of AIASA, Inc., must notify in writing the chartered associations and national officers of the proposed amendment at least sixty (60) days prior to the annual meeting.

Section 3. The proposed amendment must be considered and approved for ratification by a three-fourths majority of the voting delegates present at the annual meeting.

Section 4. Each chartered association will be entitled one vote for each state officer represented (maximum 6) plus two additional votes for each chapter in that state association.

Section 5. The President of AIASA, Inc., must notify in writing the chartered associations of the ratified amendments within sixty (60) days of the annual meeting.

Section 6. The ratified amendment will become effective in sixty (60) days unless a different time period is stipulated.

* * *

AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

BYLAWS

ARTICLE I - MEMBERSHIP

Section 1. AIASA will recognize individual membership only through a chartered state association and its local chapters. A state association will consist of all AIASA chapters within that state, territory, or equivalent geographic unit.

Section 2. Membership eligibility will be governed by AIASA and the state association. Members shall be recognized as active members, associate members, alumni members, professional members, or honorary/honorary life members.

Section 3. Active members shall be students who are presently enrolled in industrial arts programs. An active member shall pay dues as established by the Board of Directors of AIASA, Inc., and may be declared eligible to hold a national office, to participate in national competitive events or projects, to serve as a national voting delegate, or to otherwise represent their associations in national AIASA affairs as may be approved by their associations.

Section 4. Associate members shall be students who are enrolled in related fields of instruction with emphasis in industrial arts or who have been previously enrolled in industrial arts programs. An associate member shall pay dues as established by the Board of Directors of AIASA, Inc. Associate members shall not have the right to vote or hold office.

Section 5. Alumni members shall consist of those individuals who have completed an industrial arts program, (has been a former active or associate AIASA member) and who have graduated from or left school. Alumni members shall not have the right to vote or hold office.

Section 6. Professional members are those persons engaged in education, business and industry, who have an interest in AIASA and in the welfare of industrial arts education. Professional members shall not have the right to vote or hold office.

Section 7. Honorary/Honorary Life Members may be individuals who have made or are making contributions to the advancement of industrial arts as may be approved by the AIASA executive committee, and shall be exempt from annual dues.

Section 8. Annual membership dues shall be as determined by the Board of Directors of AIASA, Inc., and the membership year shall be September 1 to August 31.

(Continued)

ARTICLE II - THE AIASA ADVISOR

Section 1. The AIASA Advisor(s) shall be an industrial arts teacher(s).

Section 2. The AIASA Advisor(s) shall be exempt from annual dues.

ARTICLE III - VOTING DELEGATES

Section 1. Member associations of AIASA will exercise their voting privileges through voting delegates at the annual meeting of AIASA.

Section 2. Each charter association will be entitled to one vote for each state officer represented (maximum six), plus two additional votes for each chapter in that state association

Section 3. Sixty (60) days prior to the annual meeting of AIASA, a national membership report shall be prepared to indicate the number of affiliated chapters within each state association for the purpose of determining the maximum number of votes allowed each charter association in conducting AIASA business.

ARTICLE IV - NATIONAL OFFICERS

Section 1. The national officers of AIASA shall consist of a: President, Vice-President, Secretary, Treasurer, Sergeant-at-Arms and Reporter. These national officers along with the AIASA national advisor will be known collectively as the Executive Committee of AIASA.

Section 2. Only active members of AIASA will be eligible for a national office. To be eligible for a national office, a candidate must be holding or have held an elected chartered chapter or association office. Students cannot be elected to national office during their senior year. Students elected as national officers at the annual meeting may not hold a state or local AIASA office concurrently with their terms as national officers.

Section 3. No individual may serve more than one term as a national officer in the same office.

(Continued)

Section 4. The national AIASA President shall appoint a credentials committee to review all national officer candidates and their qualifications and will submit to the voting delegates a slate of all candidates declared eligible for each national office. There will be no additional nominations from the floor. All national officers shall be elected by a majority vote of all the voting delegates.

Section 5. The Executive Committee may fill by appointment any vacancy occurring in the national officers for the unexpired term, except the office of President, which shall be filled by the Vice-President.

ARTICLE V - DUTIES OF NATIONAL OFFICERS

Section 1. President: It shall be the duty of the President of AIASA to preside at all meetings; to make necessary committee appointments including the designation of a committee chairperson; to develop with the Executive Committee a program of work for his/her term of office; to appoint a Parliamentarian at each meeting; and to make himself/herself available as necessary, in promoting the general welfare of AIASA.

Section 2. Vice-President: It shall be the duty of the Vice-President to serve in any capacity as directed by the President; to accept the responsibility of the President as occasion may demand; and to make himself/herself available, as necessary, in promoting the general welfare of AIASA.

Section 3. Secretary: It shall be the duty of the Secretary to serve in any capacity as directed by the President; to record proceedings of all meetings; and to make himself/herself available, as necessary, in promoting the general welfare of AIASA.

Section 4. Treasurer: It shall be the duty of the Treasurer to serve in any capacity as directed by the President; to keep records and membership reports as necessary, and to make himself/herself available, as necessary, in promoting the general welfare of AIASA.

Section 5. Sergeant-at-Arms: It shall be the duty of the Sergeant-at-Arms to serve in any capacity as directed by the President; to assist in the preparation and control of the meeting place; in the event that a Parliamentarian is not appointed by the President, to assist in conducting all meetings according to parliamentary procedure as set forth by Robert's Rules of Order, Newly Revised; and to make himself/herself available, as necessary, in promoting the general welfare of AIASA.

(Continued)

Section 6. Reporter: It shall be the duty of the reporter to serve in any capacity as directed by the President; to accumulate and keep up to date information on the history of the association; to prepare articles for publication in AIASA publications, professional magazines and journals, newspapers and other news media; to contact other association members concerning new items for publication; and to make himself/herself available, as necessary, in promoting the general welfare of AIASA.

ARTICLE VI - AMENDMENTS

Section 1.

(1) To amend these bylaws, the proposed amendment(s) must be presented in writing by the chartered association proposing the amendment(s) to all chartered associations of AIASA and the AIASA President at least ninety (90) days prior to the annual meeting.

(2) The President must then present the proposed amendment, together with the actions recommended by the Executive Committee, to the Board of Directors, AIASA, Inc.

(3) If approved by the Board of Directors, the proposed amendment will be presented at the next scheduled annual meeting of AIASA, and may be adopted by two-thirds majority approval of the voting delegates present at this annual meeting.

(4) If adopted, the amendment will take effect upon adjournment of the annual meeting in which it is presented for approval.

* * *

THE AIASA EMBLEM

The emblem is a shield with a gear blank (located in the center of the lower 4/5ths of the shield), with a lightning bolt, framing square, triangle and mallet located in the center of the gear blank. In the immediate outer circumference of the gear blank located in the upper half is AIASA with INDUSTRIAL ARTS reading from left to right in the lower half of the gear. The shield bearing an Uncle Sam design with blue horizontally is across the top 1/5th. Alternating red and white stripes placed vertically but not through the gear blank covers the bottom 4/5ths of the shield. A white border is around the entire outer edge. The gear blank, AIASA, INDUSTRIAL ARTS, and mallet handle are blue. A blue border outlines the framing square and triangle with the lightning bolt and mallet head in red.

SYMBOLISM OF THE EMBLEM

The gear blank surrounding the emblem represents all facets of American industry and its contribution to making America the great nation it is today. The lightning bolt represents the rapid development of today's automated world and the space age changes needed to meet the challenge of tomorrow. The framing square represents the degree of accuracy necessary to measure up to the demanding industrial society. The triangle points the way to the stars and a rapidly developing technological age. It is a symbol of strength in structure and represents the cooperative efforts necessary in achieving our goals. The mallet represents the dignity of work and its necessity in achieving success in an industrial society.

THE EMBLEM COLORS

Scarlet (Red):	Represents the strength and determination of the industrial arts students and teachers to obtain their goals.
White:	Represents the high standards, morals, and religious beliefs we hold.
Navy Blue:	Represents the sincerity of the industial arts students and teachers in obtaining a greater knowledge of our technical world.

THE AIASA MOTTO AND CREED

The motto of the American Industrial Arts Student Association is:

"Learning To Live In A Technical World."

The creed of the American Industrial Arts Student Association is:

I believe that industrial arts holds an important place in my life in the technical world. I know there is a necessity for the development of good attitudes concerning work, tools, materials, experimentation and processes of industry.

Guided by my teachers, craftsmen from industry and my own initiative, I will strive to do my best in making my school, community, state, and nation a better place in which to live.

I will accept the responsibilities that are mine. I will accept the facts proven by others. I will explore on my own for a safe, more effective method of working and living.

I will strive to develop a cooperative attitude and will exercise tact and respect for my fellowman.

Through the work of my hands and mind, I will express my ideas to the best of my ability.

I will make it my goal to do better each day the task before me and to be steadfast in my belief in God, my country and my fellowman.

APPENDIX A

(AIASA - The Advisor's Handbook)

American Industrial Arts Student Association

THE ADVISOR'S HANDBOOK

PREFACE

This Advisor's Handbook was developed by Marshall O. Tetterton, in cooperation with the American Industrial Arts Student Association and the American Industrial Arts Association.

Although the materials herein have been edited to meet the perceived needs of Virginia AIASA Chapter Advisors, it is intended to be especially useful as a guide for all new advisors. The purpose of this handbook is to provide information which will aid Chapter Advisors in the preparation and operation of an AIASA Chapter.

As you review, read and use the contents of this manual, we would appreciate your comments on how this publication might be improved or added to, to better serve the AIASA membership. A copy of any materials not found in this handbook that you and/or your Chapter or State Association have developed to serve its members would be greatly appreciated.

INTRODUCTION

Much of the learning in the effective domain can be strengthened through the A.I.A.S.A. student activities. The personal attributes that are vital to career success include a sense of responsibility, a cooperative attitude, initiative, leadership, efficient work habits, social skills, and fellowship. A facet of industrial arts is to provide orientation and exploration experiences in a society dominated by technology and industry. It is a responsibility of industrial arts orientation and exploration experiences to help develop in students some personal attributes of being successful in a group environment.

In guiding a student organization, the advisor is responsible for basic management functions. These functions are planning, organizing, staffing, directing activities, and controlling functions and activities.

1. Planning is the key to the direction of the activities for the entire year. The Annual Plan is essential to maintaining chapter goals.
2. The organization is the vehicle for accomplishing activites, and its structure of committee involvement is paramount to the interest and enthusiasm of its membership.
3. Staffing deals with making sure there are personnel who can implement the planning and the organization. The advisor must expect to train the student in order for this stage to be successful.
4. Control is an indirect responsibility of the advisor. Members should maintain the goals commensurate with the chapter purposes and the stated Annual Plan. Additional needs may arise toward the violation of any rules of the school, community, or society.

5. Activities must maintain their planned purpose. Although the advisor holds indirect responsibility, the chapter management should be that of the students. Indirect responsibility of the advisor should assist students with decisions dealing with problems and their alternate solution.

Behind every successful student chapter is an advisor who provides enthusiastic leadership for organization. This enthusiasm and feelings of accomplishment are shared by each successful member of the chapter. Recognition is felt by every member through the pride and success of the chapter.[3]

THE ADVISOR

The advisor is a leader with an aim. The advisor must create a situation which is condusive for freedom of discussion and must pursue excellence in the use of Parliamentary Procedure. The advisor must always consider the greatest benefit for the greatest number of members and at the same time ensure that the minority treatment be that of Parliamentary rule. The advisor must also ensure chapter members that the facts are presented and plans developed and evaluated through group discussion. Finally, the advisor must always be ready to assume the responsibility to execute the plans for the chapter.

A Good Advisor:

1. Is a clear, rapid thinker
2. Has the ability to use language freely, and to express thoughts clearly.
3. Has the ability to separate the essential from the helter-skelter, off-the-cuff contributions.
4. Must be impersonal.
5. Is always aware of student differences.

6. Exercises patience! Patience!
7. Develops the ability to deal with others without offending them.
8. Possesses a sense of humor.
9. Should maintain first-hand knowledge of the students.
10. Should be interested, sympathetic and understanding of students.
11. Should develop the ability to stimulate chapter members to do their own thinking and to express their own ideas in terms of chapter activities.
12. Should learn to ask thought-provoking questions requiring more than "yes" or "no" answers.
13. Should be able to learn by experience and be interested in self-improvement as a leader.
14. Should strive to develop a personality that appeals, attracts and wins the confidence and respect of chapter members.[4]

YOU ARE A LEADER! *

What is a Leader? Leadership is the ability in a well-adjusted person to handle people, to inspire, or influence the actions of others to make decisions or move a group to action.

What are the Qualities of Leadership? Good leaders must have certain qualities which can be learned by average persons if they work on them intelligently. These qualities are also highly desirable in everyday life.

1. Leaders believe in and understand the principles of democracy.
2. Leaders respect the rights and dignity of others. They realize that every person can make worthy contributions.
3. Leaders are willing to accept responsibility and do their part through work within the group.

4. Leaders are able to work and get along with people in a friendly and peaceful manner. They must be straightforward, agreeable and industrious. Leaders praise where praise is due, and they have sensitivity to the basic trends and moods of the group.
5. Leaders are able to communicate their thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.
6. Leaders are well-informed on matters which concern the group. They arrive at a decision only after they have had an opportunity to secure and study pertinent information.
7. Leaders are confident in themselves. They possess integrity and also show trust for their fellow group members.
8. Leaders are optimistic and enthusiastic; they believe that group action can overcome obstacles and solve problems. They work within the group with "zest" and enjoyment.
9. Leaders are open-minded. They do not claim to have all the answers; they seek the opinions of the group and accept and support them if they seem best for the group. However, leaders are willing to compromise on issues.
10. Leaders have strength of conviction. They will "take a stand" and be counted, yet they can be convinced otherwise if evidence is presented that leads them to know they are in the wrong.
11. Leaders will show initiative in getting the group started through sound and careful planning. They proceed with the group discussion with knowledge rather than with reckless abandon.
12. Leaders are public spirited, thus they will not help one individual

achieve a selfish end. Leaders will desire and work for those things that will benefit the group.

13. Leaders will restrain their own desires for self-expression, but when they do express facts or offer possible solutions, they should never make a statement which may commit them to partisanship.

* The author of the above precepts is unknown.

THE ROLE OF THE CHAPTER ADVISOR

The one factor that determines the effectiveness of student chapters seems to be the sponsor. If the sponsor is the key to successful student activities, how must the sponsor perform to achieve desired results? In attempting to answer this question, let us consider areas that frequently appear in the problem category.

First and foremost, sponsors must function indirectly in almost every situation. From an indirect position, they must be involved in planning, organizing, leading, and in some instances, controlling. The fewer the restrictions placed upon the participating students, the greater the potential of the group. This is not to imply that there should not be any group control.

Student chapter activities do not develop automatically. They must be planned and worked at very dilligently. This also means activities are to be continuously evaluated. A successful organization requires more than just a group of officers, a membership, a constitution, and a sponsor.

Sponsors are charged with the responsibility of seeing that the chapter reflects a flexible system. They must be concerned about school, student, and community educational goals. They should be dedicated to promoting communication among members. It is most important that solutions to organization problems

come from within the organization, when possible. It is the sponsor's task to make members aware of the spirit of consensus. When an organization provides challenges and opportunities for students, increased responsibility is an inevitable result. Shared responsibilities are the greatest training for leadership and citizenship a chapter can have. Student activities seem to insure dynamic change in the student's attitude toward education when integrated into the educational atmosphere.

Each organization should have specific objectives; however, sponsors must be more concerned with objectives by each student than with the total number of objectives achieved.

When students fail to perform as sponsors feel they should, sponsors need to be concerned about changing the students' performance or changing their own expectations.

Sponsors should use sarcasm, insulting remarks, criticism, and humiliating remarks very sparingly. They should be alert and not let punctuality be punished by waiting on tardiness. Sponsors should always strive to keep desired performance at a peak.

They should practice turning students on. "Mr. Doe, wasn't it great that we won first place on our float?" "Yeah, Bill, that was great. Every chapter member really put out 100% on that project." Do not turn them off. "Mr. Doe, we sure had a profitable night last night in the concession." "Yeah, but you guys sure made a mess with our leftover supplies. They were piled all over the room."

The difference between what students do and what a sponsor wants them to do is often prefaced by untimely statements such as:

"You fellows are just not functioning as you are supposed to."

"Some members of this club have a poor attitude."

"Our students don't have any respect for authority."

"You just can't depend on this group to do anything right."

"There is no initiative in our chapter."

"How do you get this group to cooperate?"

A good sponsor knows and practices professional sequence at the local, state, and national level.

When sponsors function at their peak, the next two problems that seem to plague an organization are communication and funds. Many communication problems are built in at the state and national level. Broad, comprehensive activity programs are usually curtailed by limited funds. Each situation involving the local, state, and national organization seems to insure different problems. There is evidence from other student organizations that our major problems can be solved if our industrial arts teachers will assume responsibilities beyond the laboratory and sponsor a student chapter.

A SPONSOR'S DREAM - THE BETTER TEACHER:

1. is a teacher that students are attracted to.
2. is a teacher who enjoys working with students.
3. is a teacher who knows his students.
4. is interested in every student.
5. is able to listen.
6. is able to communicate with students.
7. is a teacher who challenges the future.
8. is interested in tying the school and community together.
9. is a teacher who knows how to share with his students.
10. is an asset to the profession.
11. is willing to learn.
12. is always searching for human potential.
13. knows how to make students aware of the advantages of the system.[12]

THE IMPORTANCE OF AN ORGANIZED STUDENT MEETING

To enjoy and effectively work in a democratic society in a present day economy, one must possess the parliamentary knowledge and advantages that will enable the individual to participate in influencing the thoughts and actions of others. The same knowledge and advantages will develop skills and abilities to lead or follow within a group. The ability to lead and follow have become educational and societal needs with more participation in social and formal groups. Chapter experiences are fundamental to our industrial arts curriculum responsibilities of more formalized activities.

These chapter activities are inseparable with the teaching content in the public schools. Teaching content often requires a student organization for implementation.

When groups of people come together, there is usually the matter of conducting discussion and arriving at group decisions, whether at church, civic or fraternal meetings, or in a special interest group. Parliamentary procedure is imperative if the democratic discussion is to prevail. Such discussion must be conducted according to certain fundamental principles which have become the basis for our social law.[13]

Parliamentary Procedure is based upon several democratic principles:

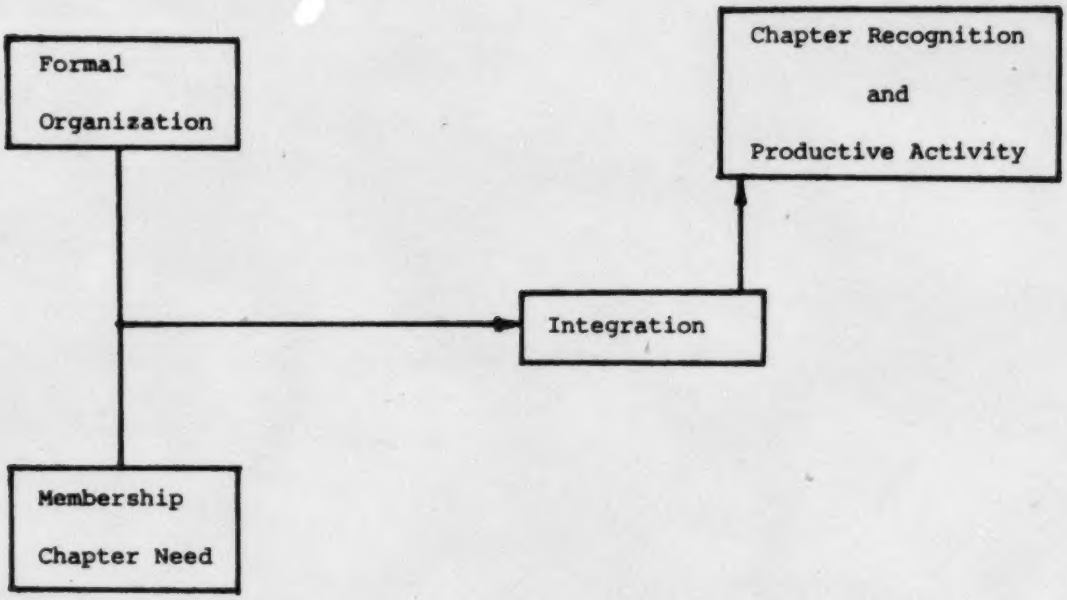
1. That debate in a society must be fair to all concerned.
2. That the right to debate must be free to those so entitled.
3. That parliamentary principles guarantee that the majority have the right to decide.
4. That parliamentary principles guarantee that the minority have the the right to express their opinion, and that they are protected by parliamentary law.

5. While it provides that the majority rule, it also provides that through these principles one must rule fairly and justly.[17]

When parliamentary procedure is followed, the minority group will respect the manner in which decisions are made, even though they may still disagree with the decision. Even if the minority disagrees with the decision, parliamentary law dictates that they must abide by the decision once the vote has been taken.

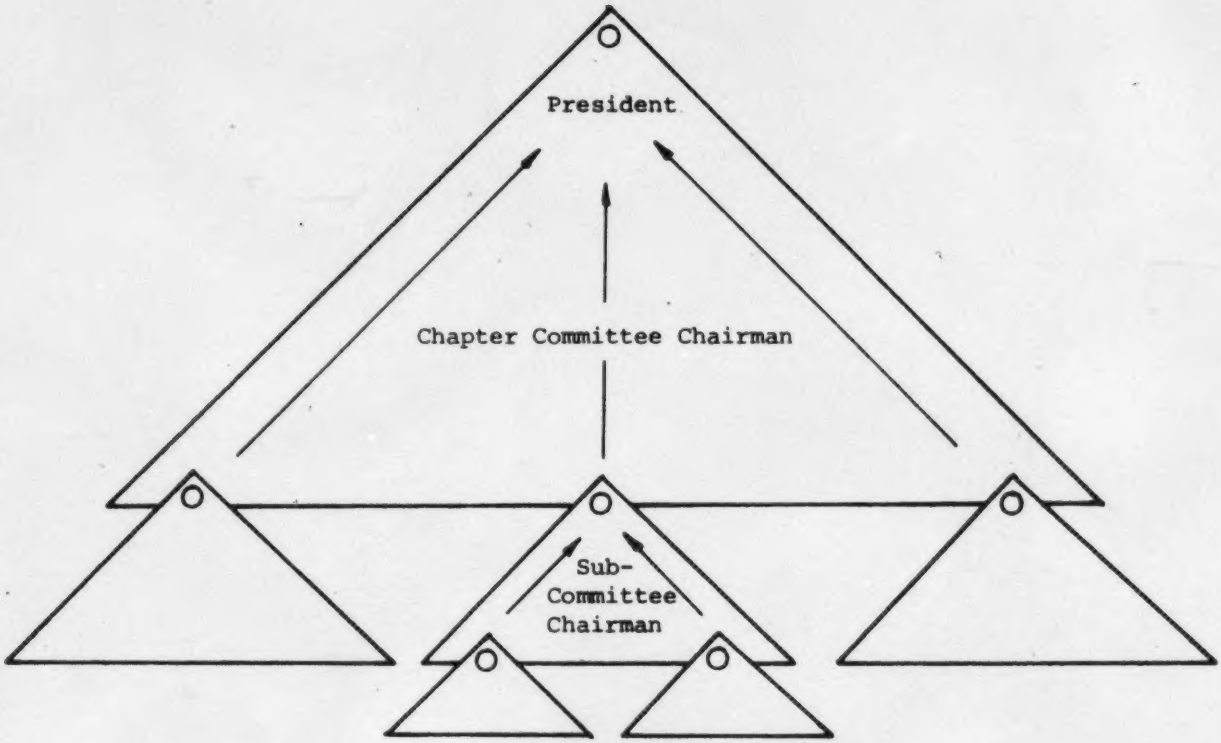
In a technological society, especially in one as complex as ours, there is an emperical need for all persons to have the enhanced ability, willingness, and skilled knowledge to work together in a group decision-making process. Possessing a knowledge of parliamentary law and procedure is imperative for one to gain the usefulness and skill in working with groups to determine the decision-making process.

CHAPTER OPERATIONAL MODEL



This model depicts the organizational structive in a productive chapter activity. The goals of the A.I.A.S.A. organization are integrated with the Local Chapter needs through the production of membership activity and chapter recognition. This model is a modification of Dr. Donald Parks' presentation during a "Theories of Education Administration" course. It is an unpublished original of Dr. Parks.

A.I.A.S.A. CHAPTER ACTIVITY MODEL



This model depicts the line of authority for accomplishing the democratic decision-making process. The greater involvement one has of students, through worthwile committee action, the greater the chapter enthusiasm will become. Membership involvement insures greater work achievement and high student enthusiasm.[20]

YOUR JOB AS AN ADVISOR

The Industrial Arts Student Chapter Advisor is the key to a successful chapter program. The advisor's job is that of helping students grow into responsible and productive citizens. Being a leader is never dull. A sincere interest in boys and girls, a willingness to learn more and try new methodologies, a desire to employ new teaching strategies in helping youth develop into mature, responsible and contributing adults are key values in being an advisor.

ASSISTANCE IS AT YOUR COMMAND

The A.I.A.S.A. handbooks are designed to help one know more about an A.I.A.S.A. Chapter and what one will do as a leader. The State handbooks are designed for assistance in the development of a student chapter.

As a student chapter advisor one can call on the Vocational Co-workers in F.B.L.A., F.F.A., V.I.C.A., D.E.C.A., and F.H.A./H.E.R.O. to assist one with starting and maintaining a working chapter.

Recognition of the vocational and academic student chapter advisors provides an additional acceptance and recognition for the school's community public relations.

ADVISOR RESPONSIBILITIES

Do not hesitate to talk about the American Industrial Arts Student Association at every opportunity. It is a co-curricula activity and should be presented on what the chapter has to offer. Building good public relations provides excellent school/community support.

Advisors with strong convictions and enthusiasm about the importance of A.I.A.S.A. to the school/community easily overcome discouragement and disappointments. Be prepared to anticipate anti-chapter advocates. The chapter should sell itself.

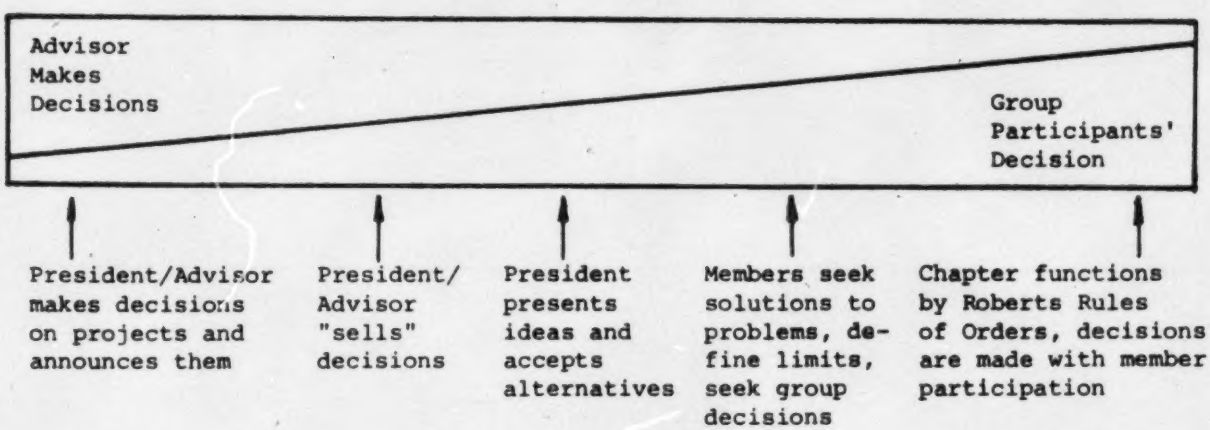
Recognition is a basic need of everyone and especially the young and enthusiastic individual. It is extremely important to them that their friends, parents, and schools administrators recognize their achievements. Become mindful of proper recognition in respect to worthy achievement.

Encourage planning -- daily, weekly, monthly, and annually. Seek planning from each committee. Planning practically guarantees success.

A profile of successful advisors in Texas as investigated by V. F. Kuetemeyer revealed an advisor as one who differs from other industrial arts teachers.[11] These differences indicate that the advisor is one whose number of professional organizations and previous volunteer work, through a variety of community organizations, is much greater than other teachers. His investigations also revealed that individuals supported those things which they believed to be worthwhile.[6]

CHAPTER PARTICIPATION THROUGH CENTRAL LEADERSHIP IMPROVEMENT

CHAPTER LEADER MODEL


Advisor Makes Decisions
Group Participants' Decision
President/Advisor makes decisions on projects and announces them
President/ Advisor "sells" decisions
President presents ideas and accepts alternatives
Members seek solutions to problems, define limits, seek group decisions
Chapter functions by Roberts Rules of Orders, decisions are made with member participation

This model depicts the scale of the advisor and president's leadership role for maximum membership participation. The ideal is to have maximum group decision on all chapter activity.[18] However, from an organizational point of view, maximum chapter function will be obtained by the leader working with a fifty-fifty blend between authortarianism and democracy. Advisors may find their own blend for maximum efficiency of the chapter.

WHAT CONSTITUTES GETTING GOING

Immediate objectives are defined and long range goals established. General agreement is reached by the membership.

Diversity as well as common interests are brought before the membership for a concensus of opinion.

Individual needs, as well as goals of the chapters, involve the membership in active work toward chapter achievement.

A climate should be maintained that assures every member an opportunity to assume leadership responsibilities.

A committment to use group action as well as individual initative is imperative in working towards the completion of committee tasks.

A committment towards educational improvement of the students' achievement and the school goals are worthy attainments.

The annual program of the chapter acts to strengthen the Industrial Arts curriculum by integrating course content with chapter activities.[2]

JOIN TOGETHER FOR COMMON PURPOSE

The chapter is more than a group of congenial students who have their names on the chapter roster, pay dues, meet and play games. It is a complex pattern of relationships among individuals and their environment, who have joined together for a common purpose.

The chapter membership is an expression of the desire and intent on the part of many individuals learning worthwhile activities for personal growth in the immediate future. This expression is for the purpose of uniting the school/community and student population in a common cause of "Learning to Live in a Technical World".

In short, the chapter was formed and exists for the purpose of achieving through group action what the individual can not achieve alone. It is also to prepare the individual for gainful recognition in future group activities.

CHAPTER OPERATIONAL SELF-ANALYSIS

I. Program Scope

A. Does the chapter activity contribute to the program responsibilities?

B. Do chapter experiences provide for developing leadership and followership?

C. Are opportunities provided for self-initiated and self-directed activities?

D. Have program goals been chosen cooperatively by the students and the advisor?

E. Is there a variety of projects based on student interest as reflected in their career objectives?

F. Is there active support and participation from community leaders?

G. Does the program reflect changing student interests and customs?

H. Is there evidence that the projects and activities contribute to the overall objectives of the school?

I. Is there evidence of a respect for student leadership?

J. Is there evidence that the projects and activities contribute to the interest of the community?

II. Relationship With School Administration

A. Is the program encouraged by the school administration?

B. Do school administrators participate in chapter activities?

C. Are guidance counselors and other school personnel encouraged to participate in the chapter program?

D. Are achievements of chapter members given recognition in the total school program?

III. Financing the Program

A. Do students and the sponsors cooperatively manage the chapter finances?

B. Is there a planned budget for financing activities?

C. Are adequate records maintained for all financial activities?

D. Are financial records reported to responsible school authorities?

E. Are members in accord with the methods used in financing chapter projects?

F. Are members generally in agreement with the use of chapter funds?

IV. Responsibilities of the Sponsor

A. Exhibits an understanding of his place of leadership in chapter activities.

B. Uses tact and understanding in directing activities.

C. Maintains good relationships with school and community personnel involved in activities.

D. Stimulates student leadership and participation in activities and projects.

E. Secures the advice of community leaders.

V. Membership

A. Is membership voluntary?

B. Do members accept helpful counsel in selecting projects and activities on which they will work?

C. Do all members have an equal opportunity to participate in projects and activities?

D. Do members participate in creating, planning, conducting, and evaluating the chapter activities?

VI. Co-Curricular Activity

A. Is there evidence of an understanding of parliamentary procedure?

B. Do members exhibit competency in managing the financial affairs of the chapter?

C. Is there evidence of individual growth in followership and leadership abilities?

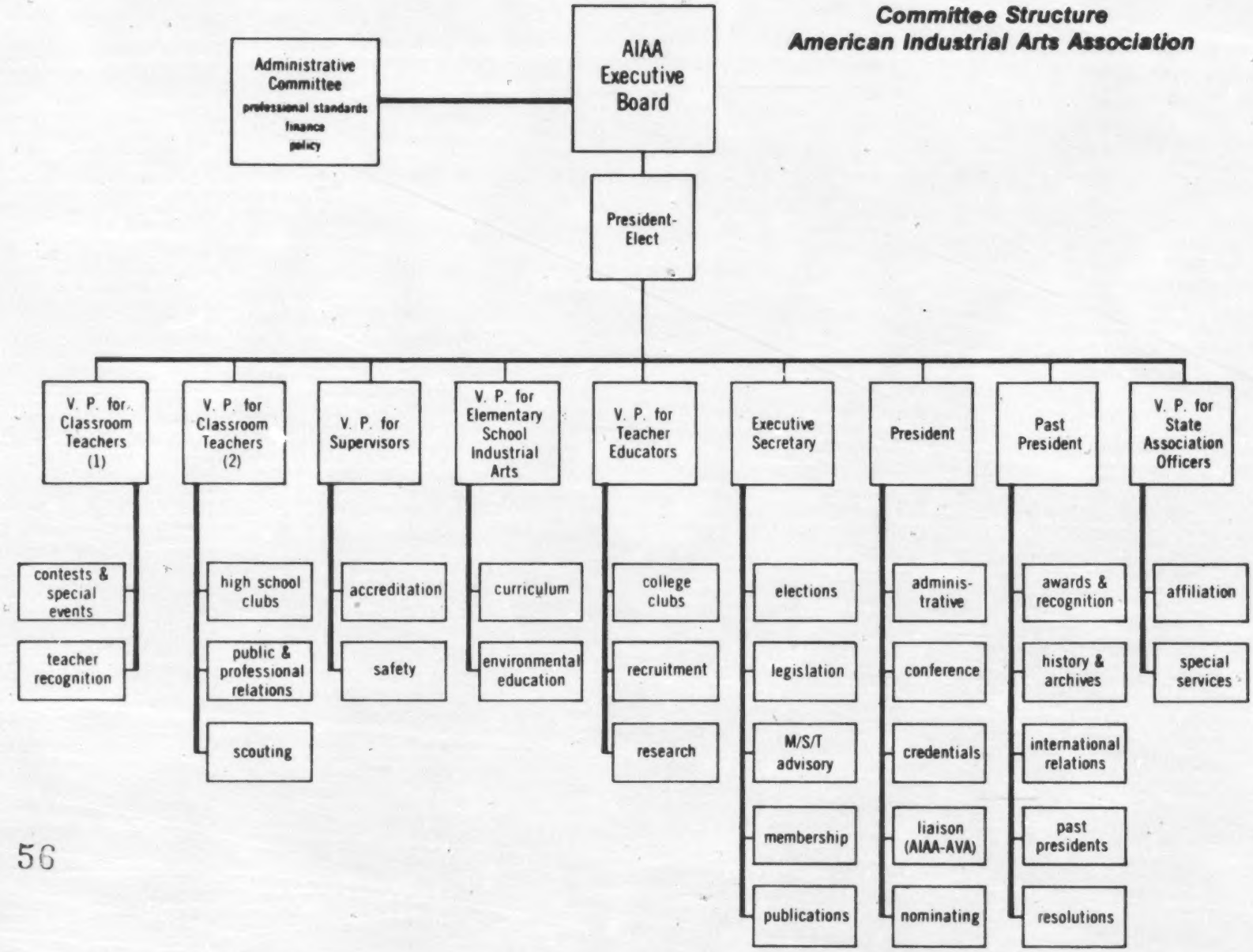
D. Do the projects and activities reflect a recognition of individual differences?

E. Do the activities of the chapter serve as a motivating device for the instructional program?[16]

TABLE TO SHOW OBJECT AND EFFECT OF MOTIONS[13]

Kind of Motion	Object	Effect
To lay on the table	Clear the floor for more urgent business	Delays action
To call for the previous question	Secure immediate vote on pending question	Ends debate
To limit or extend time for debate	Provides more or less time for discussion	Shortens or lengthens discussion period
To postpone definitely (to a certain time)	Often gives more time for informal discussion and for securing followers	Delays action
To commit or refer	To enable more careful consideration to be given	Delays action
To amend	To improve the motion	To change the original motion
To postpone indefinitely	To prevent a vote on the question	To suppress the question
To raise a point of order	To call attention to violation of rules	Keeps the organization functioning according to parliamentary procedure practice
To appeal from the decision of the chair	To determine the attitude of the group on the ruling made by the chair	Secures ruling of the group rather than by the chair

Kind of Motion	Object	Effect
To suspend the rules	To permit action not possible under the rules	Secure action which otherwise would be prevented by the rules
To object to the consideration of a question	Prevent wasting time on unimportant business	Suppress the motion
To divide the question	Secure more careful consideration of parts	Secures action by parts
To call for a division	(a) To determine the accuracy of a viva voice vote (b) To secure expression of individual members' vote	Secures an accurate check on vote
To nominate	Suggest names for office	Places before the group names for consideration
To make a request growing out of pending business	To secure information or ask to be excused from a duty	Provide information
To fix the time to which to adjourn	To have legal continuation of the meeting	Sets definite continuation time
To adjourn	End the meeting	Adjourns the meeting
To take a recess	To secure an intermission	Delays action
To raise a question of privilege	To correct undesirable conditions	Corrects undesirable condition
To call for the order of the day	To secure adherence to order of business	Same as object
To take from the table	Continue the consideration of the question	Continue consideration of question
To reconsider	To reconsider the question	Secures further consideration and another vote on the question
To rescind	Repeal action previously taken	Same
To ratify	Approves previous action taken	Same


Committee Structure
American Industrial Arts Association
Administrative Committee
professional standards
finance
policy
AIAA Executive Board
President-Elect
V. P. for Classroom Teachers (1)
V. P. for Classroom Teachers (2)
V. P. for Supervisors
V. P. for Elementary School Industrial Arts
V. P. for Teacher Educators
Executive Secretary
President
Past President
V. P. for State Association Officers
contests & special events
teacher recognition
high school clubs
public & professional relations
scouting
accreditation
safety
curriculum
environmental education
college clubs
recruitment
research
elections
legislation
M/S/T advisory
membership
publications
adminis-trative
conference
credentials
liaison (AIAA-AVA)
nominating
awards & recognition
history & archives
international relations
past presidents
resolutions
affiliation
special services

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APPENDIX B

(The School Scene)

The School Scene

American Industrial Arts Student Association

Vol. 9
No. 4

AIASA's Best—

The Atlanta Conference

AIASA members attending the First General Session on Monday were welcomed by Steve Prevy, President of the Georgia Association of Industrial Arts. National officers, l to r: Dana Cookson, reporter; Kenny Seipel, president; Steve Prevy; Sherry Hawkins, secretary; Mary Coker, treasurer; and James Swan, vice president.

Diane Corley, AIASA reporter

Over 700 students, advisors and special guests from across the nation attended the 1978 National Conference of the American Industrial Arts Student Association (AIASA) held in Atlanta, Georgia, February 26 - March 1.

Following registration on Sunday afternoon was the AIASA Mixer, sponsored by the Georgia Industrial Arts Student Association. The thrill and excitement of exchanging small favors and momentos with members from other chapters and states was most interesting and rewarding as new friends were made and old acquaintances renewed. Entertainment was provided by the "Blue Denim Band" and the "Druid Hills Jazz Ensemble".

Although AIASA Registration and Executive Committee meetings led off Monday morning activities, most students were "gearing up" for the first AIASA General Session and National Competitive Events that were to follow Monday afternoon.

With students participating in the competitive events all afternoon, the Monday night Talent Show and Contest was a most enjoyable way to relax for a bit. You would not believe the kind of talent industrial arts students have! All of the contestants were just super!

The activities scheduled for Tuesday were of a different nature, but of prime importance. The General Sessions and Delegate Assemblies introduced the conference participants to AIASA committee sessions, special interest sessions, educational presentations and tours, and the 1978-79 National Officer candidates. The AIASA Mixer and Dance featuring the "Blue Denim Band" and "The Younguns" held Tuesday evening was an excellent way to end the day's activities.

On Wednesday, March 1, an unusually exciting atmosphere prevailed as many students wondered about the outcome of Monday's competitive events. The winners would be announced at the Annual Recognition Banquet that evening. However, prior to the Banquet, most all participants found themselves witnessing the 1978-79 National Officer Installation Ceremony, attending additional student workshops and visiting the AIAA commercial and educational exhibits.

Needless to say, the conference highlight was the Annual Awards and Recognition Banquet held on Wednesday evening. Over 650 students, advisors and guests witnessed the annual presentation of national honors, awards and recognition, with an additional highlight being the National Charter presentation to seventeen state affiliated associations of AIASA.

Kenny Seipel, Kansas, 1977-78 AIASA President, gave his farewell address and presented Jeff Short, Oklahoma, the 1978-79 AIASA President with the gavel. "AIASA—A New Beginning", the 1978-79 National AIASA theme, was, indeed, most appropriate.

Preserve Conservation and Make a Profit

NCCHS Industrial Arts Club member shown making plaques for club project.

Vicky Quinn, reporter

The Newton County Comprehensive High School Industrial Arts Club undertook a project of making plaques with the school's "Ram" on them. Club members gathered beer cans and used the metal emblems from the cans for this project. Obviously, beer cans contribute greatly to the pollution problem in our country. Therefore, the conservation-minded club members considered this to be a very worthwhile project.

NCCHS I.A. members anticipate success of their project within the school. They sell their plaques for $5, leaving the club with a $2 profit. At a special presentation, the mayor, vocational director and principal of the school received plaques. This is one of many projects in which this active club has been involved. Next year promises to be an even more outstanding year for the Newton County Comprehensive High School's I.A. Club.

Appreciation to Conference Personnel

Our sincere appreciation goes to the following persons, who through hard work and dedication helped make the 1978 Atlanta Conference the biggest and best ever!

Raymond S. Ginn, Jr., Conference Chairperson
Dennis Buchanan, Program Coordinator
Walt Weichen, Registration Officer
Ed Sayer, Communications and Publicity
Ms. Bobbie Andrusky, Contest Registration
Bill Elrod, AIASA National Advisor
David Stewart, Arrangements Coordinator
Berkley Ruiz, Meal Function Coordinator
Ernest Williams, Entertainment Coordinator
Clarence Miller, Contests and Special Events
Al Seher, National Officer Program Coordinator

North College Hill Attends National Conference

Alice Lusby, reporter

Representatives from North College Hill Junior/Senior High School, Cincinnati, Ohio, attended the AIASA National Conference in Atlanta, February 27 - March 1. Students were represented in national contests for Safety Posters and Outstanding Chapter held by AIASA. Jeff Kirk, President of the Ohio Student Industrial Arts Club, was one of thirteen students from Ohio who attended the meetings, contests, and banquet. Mr. James A. Fox attended meetings, interest sessions, tool demonstrations and teaching aid displays as one of the teachers representing forty-two states and two Canadian provinces at the AIAA National Convention. The conference had two highlights for NCH: Jeff Kirk received the AIASA, Inc. Charter plaque for Ohio along with Mr. Don Stringer, AIASA State Advisor; and James Fox was recognized as the 1978 Outstanding Industrial Arts teacher in Ohio through AIAA.

West Laurens Wins Awards at National Conference

The West Laurens Jr. Hi. Industrial Arts Club, Dublin, Georgia, was the 1st place winner for the Outstanding Chapter Award, level 1, at the AIASA national conference.

The chapter was judged on all their club activities and to be named "number 1" was a dream fulfilled for the club members.

West Laurens also won 3rd place on their research paper, 1st place in public speaking, and had one of their members elected the new AIASA National Sweetheart.

Pictured here are members from the West Laurens delegation and their school officials. Front row, l to r: Jennifer Lindsey, Marsha Hilton, Tina Knight, Jill Lord, Teresa Collins, Clayton Nicholson. Back row, l to r: Ms. Katisue Herrington (chaperone), Mr. Bill Rowe (principal), Mr. William P. Johnson (school superintendent), and Mr. Tim Herrington (club advisor).

AIASA Convention—

Peak of Morrow's Year

The Morrow Junior High School Industrial Arts Club, Clayton County, Georgia, attended their first national AIASA Convention in Atlanta.

Several top honors were captured by the new club, including: first place in the Scrapbook Competition, first place in the Metric 500 Race and third place in the General Knowledge contest.

The Club's Scrapbook, which proved to be the nation's best, was housed in a cash register built by the club members. The cover correlated the club's theme for the year, "Cash In On Your Future".

Morrow Jr. High AIASA members display first place Scrapbook. From l to r: John Robinson, Walter Thomas, Tony Rogers, Greg Davis, Pam Martin, Jay Grantham, Larry West and Mr. Dwayne Hobbs, Club Advisor. Not shown is Phillip Crosslin.

Kiski Leads the Way in Pennsylvania

The Kiski Area Drafting Club became affiliated with the American Industrial Arts Student Association in 1974. Since then they have been one of the few active chapters affiliated in the state. Recently a meeting was held in Harrisburg, Pennsylvania, for the purpose of organizing a state association of student clubs called the Pennsylvania Industrial Arts Student Association. The club boasts two officers in this new state organization: Bill Teklinski, State Secretary, and Ruth Behrenberg, State Reporter.

Each year they have been actively involved with the Western Pennsylvania Industrial Arts Fair and have taken numerous awards. This year they were asked by the Pennsylvania Society of Professional Engineers to submit drawings into competition. All who enter will receive letters of commendation from the Society.

The Kiski Area Drafting Club takes a field trip each year. In recent years, they visited "Falling Waters," a noted architectural design by Frank Lloyd Wright, and a Westinghouse Plant. This year, if approved, they will travel to Ohio to visit a General Motors assembly plant.

Available Now AIASA "Charter Year" Mugs

A most attractive and useful momento—a 13 oz Tankard Mug with the red, white, and blue AIASA logo identifying AIASA's Charter Year, Atlanta, Georgia, 1978, in blue lettering.

1978 is the year that:

- AIASA Incorporated
- The United States Office of Education recognized AIASA
- AIASA Chartered 17 State Associations
- The American Vocational Association recognized AIASA
- The largest national Conference in thirteen years took place
- AIASA's "New Beginning" was initiated

All of this and more, in addition to what the 1978 year meant to *you* as an AIASA member.

Limited Supply Available. At only $2 each (postage included) our limited supply of mugs will not last long. Order yours today. Please send your complete mailing address along with your request. All checks or money orders *must* accompany your order and should be made payable to AIASA and mailed to: AIASA, 1201 16th Street, NW, Washington, D.C. 20036.

Jeni M. Salassi, editor

Ronald W. Applegate, editor in chief

The School Scene

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1978 AIASA Conf

1) *Special Charter Plaques were presented to 17 states that met the chartering requirements during AIASA's charter year.* **2)** *Mr. Billy Mayes (left), President of the American Industrial Arts Association and Mr. Donald Rathbun, Executive Director of AIAA receive AIASA's Meritorious Service Award in appreciation for their support and encouragement toward AIASA incorporation. Kenny Seipel presiding.* **3)** *Outstanding Advisors selected by the AIASA Executive Board were honored at the Awards Banquet. (l to r): Mr. Ken Mitchell, Ga., Mr. David Oubre, La.; Mr. Jim Boley, IN.; Ms. Bobbie Andrusky, AL.; and Mr. Bob Stewart, GA.* **4)** *Tours, seminars and social events included this trip to the Georgia State Capital where US President Jimmy Carter once served the State of Georgia.* **5)** *Outstanding State Honors were received by representatives from (l to r): Kansas, 3rd place; Georgia, 1st place; and Virginia, 2nd place.* **6)** *Newly elected officers of AIASA, (l to r): Johnny Goldfinger, sergeant-at-arms, AL.; Diane Corley, reporter, AL.; Randy Ryskamp, vice president, VA.; Jeff Short, president, OK.; Ashley Dennis, secretary, AL.; and Tammy McClure, treasurer, TX.* **7)** *The largest* AIASA Chapter in Nation *honor went to Cy-Fair High School in Texas. Tammy McClure accepts the award from President Seipel for the 350 members in their school club.* **8)** *Closing Ceremony for 1st general session with 1977–78 officers presiding (l to r): Jimmy Walker, Region 1 VP; Thomas Fisher, Region 3 VP; Mark Burtle, sergeant-at-arms; Dana Cookson, reporter; Kenny Seipel, president; Sherry Hawkins, secretary; Mary Coker, treasurer; James Swan, vice president; Donna Evans, Region 4 VP and Sweetheart.*

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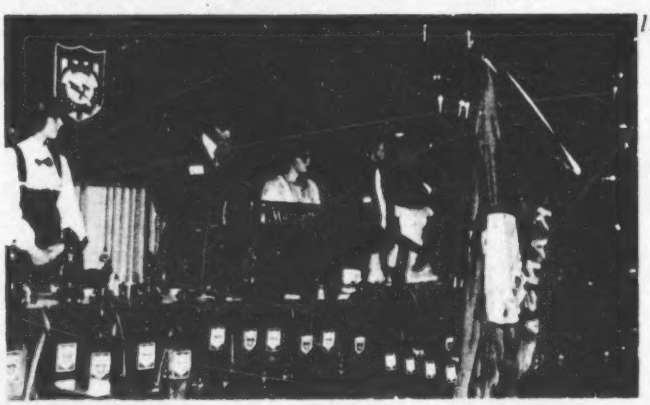

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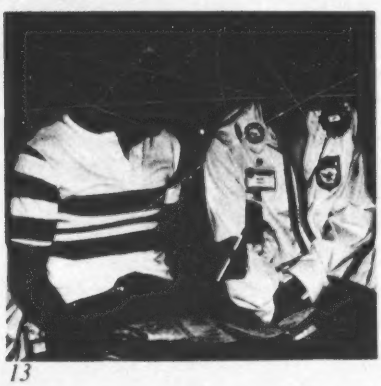

...ence Highlights

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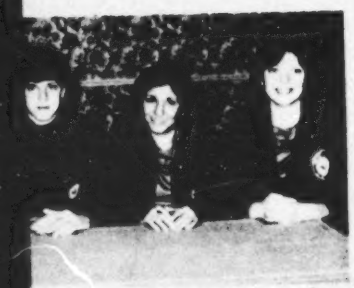

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Most AIASA conference photos *in this issue of* The School Scene *were taken by the following persons: Paul Cummings, Newport News, Va.; George Herbert, Georgia Southern College, Statesboro; Thomas Cline, Huntington International School, Newport News, Va.; Ed Sayer, Druid Hills H.S., Atlanta, Ga.; Armand Taylor, Virginia Beach, Va.; and Arvid Van Dyke, Virginia State College, Petersburg.*

9) *The Tuesday night dance which featured "The Blue Denims" and "The Younguns" kept members moving to the sound of music.* **10)** *Tina Knight wins Sweetheart Contest and is crowned by Donna Evans, the 1977–78 AIASA Sweetheart.* **11)** *Level 1 Chapter Competition winners express proud delight with winnings.* **12)** *Banquet festivities included patriotic verses read by President Kenny Seipel about the first US Flag, and the state of Kansas.* **13)** *Delegates mark ballots for the national officers they feel will do the best job for AIASA.* **14)** *Oklahoma State Caucus served dual purpose—to keep the group informed, and to allow delegates to learn how members want them to vote in upcoming elections.*

East Ascension is "Outstanding Chapter"

Michelle Miller, reporter

The East Ascension Senior High School Industrial Arts Club, Gonzales, Louisiana, attended the American Industrial Arts Student Association National Conference in Atlanta, Georgia, February 26 - March 1, 1978. During the conference, this chapter was selected as the AIASA Outstanding Chapter of the Year.

In addition to this honor, the club and its members received six other awards. Angela Breaux won first place in the Safety Poster Contest. The club received second place in the Scrapbook Competition, and had a finalist in the AIASA Sweetheart Contest. Kevin Mayers, Club President, was a finalist in the Outstanding Student Contest. Selected as one of five finalists in the Advisor of the Year Contest was Mr. David Oubre.

East Ascension National Conference participants, front row, l to r: Anthony Babineaux, Dwayne Savoy, Daniel Herbert. Back row, l to r: Angela Breaux, Mr. David Oubre (Advisor), Arthur Smith, Roger Gautreau, Kevin Mayers, Michelle Miller. Not shown is Mason Berryhill.

Mt. Gilead Attends State and National Conventions

Dennis Rathburn, reporter

Seven Mt. Gilead, Ohio, students along with advisor Mr. Brucker, attended the AIASA Conference in Atlanta. The students attended workshops, delegate voting sessions, participated in individual and club contests and saw the sights of Atlanta.

The Mt. Gilead parliamentary procedure team placed third in the nation in the Chapter Competition contest. Paul Grasmehr placed second in the nation in Level 2 Technical Writing contest.

All who attended had a memorable trip home as they were snowed in in Lexington, Kentucky, and had to spend the night in the only hotel room available in Lexington.

On March 9, eight members of the Mt. Gilead AIC attended the Ohio Student Industrial Arts Club convention held in Dayton. For the seventh year in a row the Mt. Gilead Parliamentary Procedure team placed first in state competition. Several students won individual trophies for contests entered.

Mt. Gilead students display trophies won at state and national conventions.

Parents Introduced to I.A. Classes

Kevin Morosin, reporter

On March 16, parents were invited to visit their students' classes at Cypress Creek High School.

In the industrial arts eighth grade metals area, students in the I.A. Club were on hand for comments. These students gave actual demonstrations on arc-welding, gas welding, bending of metal, spot welding and grinding. Students involved were Walt Black, Tim Rosseisen, Matt Essex, Eugene Walker, Steve Socher, Bryan Ballinger, Greg Laborde and Mr. Keven L. Morosin.

Energy Control Interests Bleyl

Kevin Morosin, reporter

"Industrial Measurements and Control of Energy" was the topic by guest speaker Mr. Lee Black, addressing the Bleyl Industrial Arts Club.

Mr. Black explained how electricity is made, measured and sold by demonstrating a demand/control system which measures the amount of energy used by the consumer. He also showed club members a trial-type meter which will monitor used electricity by utilizing a cassette recorder tape.

Valdosta Active in AIASA Conference

Pat Mayes, vice-president

Kevin Elrod, Pay Mayes, Frank McMillan, Mike Mink, David Parker, Morris Powers, Jimmy Walker and Mr. Tom Pitchford (Chapter Advisor) recently represented Valdosta Junior High at the AIASA National Conference held in Atlanta, Georgia.

Planning their arrival on Sunday, February 26, in order to take full advantage of the AIASA Conference activities, these representatives attended the AIASA Sunday night mixer, participated in the competitive events and AIASA General Session on Monday, were actively involved in the AIASA committee meetings, tours, and Tuesday night dance and were well represented at the AIASA Recognition Banquet on Wednesday evening.

In addition to total involvement at the AIASA Conference, many of these representatives were also actively engaged in printing signs for AIAA and AIASA at the Marriott Hotel.

On Thursday afternoon all students toured the General Motors Plant. After the tour, the group visited the State Capitol where they met Representative Patten, the Representative from their District. David Parker, chapter president, presented Representative Patten with a plaque naming him an honorary member of the Valdosta Junior High Industrial Arts Club.

Attention All Local and State Presidents!

Diane Corley, AIASA Reporter, is most interested in your chapter and state activities and looks forward to corresponding with each of you. You may address your correspondence to Diane Corley, Rt. 1, Box 721-G, Axis, Alabama 36505. To be included in the fall '78 issue of the SCENE, your copy must be to the *national office* by **August 15.**

AIASA Charters 17 State Associations

One of the 1978 AIASA National Conference highlights was the National AIASA Chartering Ceremony which took place during the AIASA Recognition Banquet.

With the recent incorporation of AIASA, the new organizational thrust is to assist state associations in the growth and development of industrial arts through AIASA. Having met the requirements for affiliation as a state association with AIASA, Inc., as set by the AIASA Board of Directors, the following seventeen state associations received their National Charters on March 1, 1978:

Alabama; Arizona; Delaware; Georgia; Idaho; Illinois; Kansas; Louisiana; New Mexico; Ohio; Oklahoma; Pennsylvania; Tennessee; Texas; Vermont; Virginia; and West Virginia.

An appropriate National Charter plaque was presented to the AIASA Advisor and AIASA officer for each state.

Three National Offices Go To Satsuma

Diana Corley, reporter

Bright and early the morning of February 26, a van load of Satsuma High School Industrial Arts Club members from Alabama were en route to Atlanta, Georgia, to attend the American Industrial Arts Student Association's National Conference.

Excitement and anticipation were high as these students were on their way to enter contests and campaign for national offices. Maxey Andress, Diane Corley, Ashley Dennis, Johnny Goldfinger, Dale Hall, Dana James, Steve Ladner, James Phillips, and Marty Steadham, and Alabama AIASA Advisor, Ms. Bobbie Andrusky and Ms. Faye Solley.

Satsuma is proud to announce that three of their members will be AIASA National Officers for 1979. They are: Diane Corley, reporter; Ashley Dennis, secretary; and Johnny Goldfinger, sergeant-at-arms.

After returning from the conference, Satsuma members attended their first Alabama State Conference which was held the first week in April.

Forest Glen Participates in AIASA Conference

While enjoying Atlanta, Forest Glen students stop to pose for this picture. Front row l to r: H. L. Worrell, Leroy Padgett, John Monroe (Advisor), Melton Walden, John Groves. Second row l to r: Joey Umphlett, Ricky Conner, Donald Polk, Michael Mathias. Third row l to r: Darryl Mejetle, Bruce Holland, Kary Byrd. Not shown are Mark Smelser and Andra Massenburg.

Michael Mathias, reporter

Twelve members of the Forest Glen Industrial Arts Association from Suffolk, Virginia, attended the National AIASA Conference.

Five of the twelve members are officers from the Forest Glen I.A. Association and one officer, Andra Massenburg is from the John F. Kennedy I.A. Association.

Members participated in many activities, including all the business sessions, which provided them with an opportunity to meet and make new friends as well as learn what goes on at a national conference.

1978 AIASA Atlanta Conference
CONTEST RESULTS

CHAPTER CEREMONY

Level I	Level II
1. John C. Myers Intermediate School—Broadway, Virginia	1. Madison High School—Madison, Kansas
2. Churchland Junior High School—Portsmouth, Virginia	2. Chaparral High School—Anthony, Kansas
3. Peabody Junior High School—Petersburg, Virginia	3. Mt. Gilead High School—Mt. Gilead, Ohio

SCRAPBOOK

1. Morrow Junior High School—Morrow, Georgia	1. Perry High School (Jeff Carpenter)—Perry, Georgia
2. Valdosta Junior High School—Valdosta, Georgia	2. East Ascension Senior High School (Michelle Miller)—Gonzales, Louisiana
3. Churchland Junior High School—Portsmouth	3. Lyons High School (Cynthia Odom)—Lyons, Georgia

TECHNICAL WRITING

1. Jenkins County Junior High School (Vic Kovac)—Millon, Georgia	1. Central Thomasville High School (Lewis Oliver)—Thomasville, Georgia
2. Lyons Junior High School (David Williams)—Lyons, Georgia	2. Mt. Gilead High School (Paul Gregmuhr)—Mt. Gilead
3. Lyons Junior High School (Mike Talley)—Lyons	3. Northside High School (Sara Parkerson)—Warner Robins, Georgia

PUBLIC SPEAKING

1. West Laurens Junior High School (Teresa Collins)—Dublin, Georgia	1. Lyons Senior High School (Rick Alexander)—Lyons
2. Lyons Junior High School (Skipper Smith)—Lyons	2. Northwest Georgia Comprehensive High School (Fred Cerutti)—Trenton, Georgia
3. Lyons Junior High School (Dehn Brown)—Lyons	3. Madison High School (Lisa Massoth)—Madison

GENERAL KNOWLEDGE

1. Fayette County Junior High School (Mark Robertson)—Fayetteville, Georgia	1. Lithia Springs High School (Eddie Shirley)—Lethin Springs, Georgia
2. Churchland Junior High School (Carol Swan)—Portsmouth	2. Carthage High School (David Stacy)—Carthage, Texas
3. Morrow Junior High School (Phillip Crosslin)—Morrow	3. Glenwood High School (Blas Gonzales)—Chatham, Illinois
	3. Little Falls Community High School (Phillip Ginter)—Little Falls, Minnesota

RESEARCH PAPER

1. Jenkins County Junior High School (Victor Kovac)—Millen, Georgia	1. Madison High School (Janelle Murphy)—Madison
2. Lyons Junior High School (David Williams)—Lyons	2. Lyons Senior High School (Greg Hackle)—Lyons
3. West Laurens Junior High School (Jennifer Lindsey)—Dublin	3. Manchester High School (Andy Beckham)—Manchester, Georgia

SAFETY POSTER

1. Churchland Junior High School (Sherry Hawkins)—Portsmouth	1. East Ascension Senior High School (Angela Breaux)—Gonzales
2. Churchland Junior High School (Missy Cary)—Portsmouth	2. Churchland Senior High School (Amie Nichols)—Portsmouth, Virginia
3. Churchland Junior High School (Ricky Sterling)—Portsmouth	3. Lyons Senior High School (Andy Caraway)—Lyons

OUTSTANDING CHAPTER

1. West Laurens Junior High School—Dublin	1. East Ascension Senior High School—Gonzales
2. Lyons Junior High School—Lyons	2. Madison High School—Madison
3. Summerour Middle School—Narcross, Georgia	3. Chaparral High School—Anthony

TALENT CONTEST

Level I

1. Rene Lewis—Mead Junior High School, Kansas
2. Kim Burton—Dade Junior High School, Trenton
3. Lynn Moore—Dade Junior High School, Trenton
3. Angie Jones

Level II

1. Mike Thompson
1. Jimmy Mosley
2. Mitchell Farrell—Moore High School, Moore, Oklahoma
3. Kenny York
3. Acicia Hawes

OUTSTANDING SCHOOL

Level I

1. Churchland Junior High School—Portsmouth
2. Lyons Junior High School—Lyons
3. Jenkins County Junior High School—Millen

Level II

1. Madison High School—Madison
2. Lyons Senior High School—Lyons
3. East Ascension Senior High School—Gonzales

OUTSTANDING STATE

1. Georgia
2. Virginia
3. Kansas

OUTSTANDING STUDENT

John Medlarn—Kansas

Runner Ups:
Greg Hackle, Georgia
Javer Phillips, Alabama
Ken Elrod, Kansas
Kevin Meyers, Louisiana

ADVISOR OF THE YEAR

James Boley—Tennessee

Runner Ups:
Bobbie Andrusky, Alabama
David Oubre, Louisiana
Bob Stewart, Georgia
Ken Mitchell, Georgia

SWEETHEART

Tina Knight

Runner ups:
Kim Hoggatt
Heidi Borgland
Michelle Miller
Robin Georghagan

LARGEST STATE
(most chapters within a state)

Georgia

LARGEST CHAPTER

Cy Fair—Houston, Texas
312 members